

Prudhoe West First School



Teaching and Learning Policy 2016/17

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Teaching and Learning Policy

Teaching and learning is the business of the whole school

Aims:

At Prudhoe West First School we undertake:

- To provide a welcoming, caring and supportive environment in which moral values and positive attitudes to learning are central to the ethos of the school.
- To promote the basic skills of literacy and numeracy and the highest standards in every area of the curriculum so that all pupils achieve their full potential.
- Ensure that the education the pupils receive is purposeful and relevant within a broad and well-balanced creative and motivational curriculum, which includes the celebration of pupils' individual talents.
- To improve school performance by setting and communicating challenging targets to improve standards.
- To value all members of the school community, promote equality of opportunity and access to the curriculum for all pupils, developing the skills and attitudes necessary for pupils to take responsibility for their own learning and behaviour.
- To nurture links with parents/carers encouraging them to play an active role in their children's learning.
- To provide a foundation for life in the school and the wider community by promoting the spiritual, moral, social and cultural development of the pupils, enabling them to become good citizens.
- To use the financial resources available to the school to provide the highest possible levels of staffing and resources as well as good accommodation and environment.
- Develop confident, disciplined and enquiring learners, who are able to make informed choices.

Ethos:

A positive ethos and atmosphere in the school underpins the above-agreed aims. Teachers will provide a broad and balanced, creative and motivational curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos by:

- Providing a calm and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.

- Providing a fair and disciplined environment, in line with the school's 'Positive Behaviour Management Policy.
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's Assessment, Recording and Reporting Policy.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing pupils with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Years Foundation Stage/ Early Learning Goals
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming ITT students and other trainees and providing quality support and mentoring.

Equal Opportunities:

In accordance with the school's Equal Opportunities Policy (see school policies file), all pupils at Prudhoe West First School must be given full access to the National Curriculum. Staff will endeavour to help all pupils to reach their full potential irrespective of race, gender, faith, disability, age or ability.

Disability Equality:

Curriculum planning and development will take account of the principles and guidance within the schools Disability Equality Policy (see policies file) to ensure ,where possible, any pupil's disability will not exclude them from accessing the curriculum.

School Plan

The Teaching in the school will respond to the priorities identified in the SLMP and those elements set in agreement with staff, as targets for performance appraisal. Strategies such as Big Maths, Big Writing, Big Read and Primary Talk will endeavour to address any gap between the performance of the boys and girls, Pupil Premium (PP) and non-PP, Free-school Meals (FSM) and non-FSM for example.

Time Allocation

Total hours per week: 23 hours 30 minutes.

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers will follow the National Curriculum outcomes.

We are committed to raising standards of **Basic Skills** at Prudhoe West First School. By **Basic Skills**, we mean the ability to read, write, and speak English and use mathematics and computing at a level necessary to function as a citizen.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils.

In addition, the allocation of time for the Computing curriculum will be incorporated into the planning for other areas of the curriculum, together with the planning of dedicated Computing lessons.

Use of Higher Level Teaching Assistants (HLTAs):

HLTAs will be used to cover lessons for the release of the teacher for PPA time or at other times to cover absence up to a maximum of three consecutive days.

HLTAs will teach classes work that has been previously planned and agreed with the HLTA, or in the case of short notice absence, work which is supplied by the paired year group teacher. There will be a bank of year group specific emergency lessons and resources to be used when there is no alternative.

HLTAs will teach to a high standard and always within the terms laid out in this policy. Their teaching will be monitored and evaluated to ensure quality of provision of the curriculum to the pupils.

Classroom Management and Organisation:**1. Management**

The learning environment will be managed in such a way as to cater for different styles of learning, with particular regard to pupils with Special Educational Needs (SEN) and or Disabilities e.g. "fitness for purpose":

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning support assistants (and where appropriate learning support teachers) may be employed to support pupils with SEND, as outlined on their Individual Education Plans/Interventions.

2. Behaviour Management

As outlined in the whole school Positive Behaviour Management Policy.

3. Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be accessible and well organised.
- Writing resources will be available for use at all times, and will be easily accessible.
- Book corners will be comfortable and attractive.
- In EYFS and Year 1, areas for imaginative play will change regularly in order to give opportunities for a range of play and role-play, which will contribute, to learning in a purposeful manner.
- Pupils will be involved in the maintenance and care of all equipment and resources.
- Reasonable adjustments will be made for individual pupils in light of the Equal Opportunity Policy.

Planning:**Planning, Preparation and Assessment Time PPA**

From September 2005 all teaching staff involved in the planning and delivery of the curriculum will be eligible for PPA time. The amount of time is calculated on the time each individual teacher spends in class teaching not including breaks, assemblies etc.

- Full time class teachers – 2hrs 20 minutes
- Deputy Head – 2hrs 10 minutes
- Job-share teachers (where split is 50/50) 1hr 10 minutes

PPA time is normally to be taken in school at the agreed times (see appendix 1) in the PPA room. PPA time may be taken away from the school premises only with the agreement, in advance, of the Head teacher.

PPA time is timetabled such that year group teachers are released together to aid joint planning. The effectiveness of PPA time will be monitored throughout the year by the SLT. Planning will take place, with reference to the National Curriculum and Development Matters in the Early Years Foundation Stage. The agreed weekly planning documents will be submitted to the Head Teacher when required.

With the agreement of the SLT and HT time may be blocked out for planning special learning events such as creative curriculum weeks, outdoor physical or adventurous activities, Christmas shows etc. that provide different opportunities for teaching and learning.

Every effort will be made to integrate the core curriculum with topic plans to provide context and stimulate interest for learning. Medium term and topic plans are available on the PC in the PPA room. This will enable staff to reduce their workload and build upon previous good practice.

All teachers will produce medium term plans to the common format agreed. Planning for HLTAs to cover PPA time will be completed at the end of term for the following term to allow preparation of resources and familiarisation by the HLTAs.

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning, including arrangements for SEND and EAL pupils. Learning objectives will be specified for teaching.

Assessment and record keeping:

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.

Assessment:

- All nursery and reception pupils will be assessed using Early Years Outcomes (Sept 2013) and at the end of reception EYFS Profile (2013).
- Year 1 pupils will be assessed using ½ termly Abacus Maths tests.
- Year 2 pupils will be assessed using the Key Stage 1 Statutory Assessment Tests (SATs), ½ termly Rising Stars reading assessments and ½ termly Abacus Maths tests.
- Year 3 pupils will be assessed using the ½ termly Rising Stars reading assessments and ½ termly Abacus Maths tests.
- Year 4 pupils will be assessed using the ½ termly Rising Stars reading assessments, ½ termly Abacus Maths tests and the end of year middle school transition tests for both writing and maths.

All year groups will use the Big Write Criterion to assess writing every half term.

All results from these assessments will be analysed and used to inform future planning and targets.

Teachers will maintain their class assessment files, updating when appropriate and ensuring pupils are assessed against age-related expectations as set out by the National Curriculum. Teachers are also now required to provide a teacher assessment for all subjects. Parents / carers will know if their child is working towards the expected level, working at the expected level or exceeding the expected level for a child in that year group. Teachers will report on pupils' progress and attainment at parent / carer consultation evenings in November and March and in a written report at the end of the year.

Individual pupil targets (IPT's)

IPT's and / or group targets will be administered by the class teacher with regard to overall pupil targets. Each child will be involved in the management and setting of targets on their own pupil target sheet. These targets will form the basis for reporting to parents and the target sheet will be shared with parents at both open evenings in November and March.

Targets will be reviewed and signed off at appropriate times throughout the year and new targets set to enable the pupils to track progress and achievement.

Monitoring and evaluation:

- Pupils' work will be monitored and moderated termly in all core curriculum areas by the subject leads, Deputy or Head Teacher.
- Governors support monitoring through presentations by and discussions with the head teacher and senior management team; receiving reports from and being in discussion with subject co-ordinators and taking part in Learning Walks with the subject leader.
- The Senior Leadership Team and where appropriate subject leaders will monitor pupils' books.
- The Head Teacher or Team Leader will observe each class teacher in line with the new arrangements for Appraisal (2013) as stated in the schools Performance Appraisal Policy.

Learning Processes:

Children enter school at different stages of development. Pupils learn in different ways and at different rates of progress. In the course of learning pupils develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking and answering questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Prudhoe West First School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Assessment for Learning:

Teaching will reflect, where appropriate, the strategies below:

- Use of talk partners at every opportunity
- Use success criteria in every lesson
- Use of comment marking strategy where appropriate
- Time given for pupils to peer or self-assess using purple pens in allocated purple pen/C.O.W (correcting our work) time

Big Writing

The use of Ros Wilson's 'Strategies for Immediate Impact on Writing Standards' and 'Write on Target' have been integrated into the teaching of writing since January 2008.

Children are encouraged to use VCOP (Vocabulary, Connectives, Openers and Punctuation) features in their writing. VCOP displays are maintained in the classroom with punctuation pyramids recommended. Children also will be encouraged to use correct grammatical terminology to explain word choices/understand choices. The Big Writing session should be run weekly and criterion referenced marking on each piece of big writing should occur soon after the event and time put aside for pupils to self-assess and "up level " their work.

Thinking Skills

The use and development of 'thinking skills' as a specific range of activities underpins all of the teaching in the school and is cross-curricular. We inspire and equip young people and the adults that support them to become confident individuals, successful learners and responsible leaders.

These activities help raise aspirations by:

- Listening to and considering the views of others;
- Asking questions, raising topics for discussion and formulating questions to take learning further;
- Communicating effectively;
- Expressing their own opinions
- Developing their own ideas, views and theories;

- Changing their ideas in the light of good reasons and evidence;
- Thinking creatively and flexibly.
- Deepening their learning experiences.
- Allowing the children to transfer their learning into new contexts and tasks (metacognition).

By using thinking skills pupils can focus on “knowing how” as well as “knowing what” – learning how to learn. The following thinking skills strategies complement the key skills and are embedded in the National Curriculum.

Information-processing skills

These enable pupils to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part/whole relationships.

Reasoning skills

These enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

Enquiry skills

These enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative Thinking skills

These enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative ideas.

Evaluation skills

These enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others’ work or ideas, and to have confidence in their judgements.

Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

There is also much greater variety in lessons, including more in the way of activities for pupils to sample. Experimenting with curriculum delivery, including making learning far more active by ‘chunking’ lessons into smaller parts e.g moving children around the classroom to access other areas of learning. These activities all help improve behaviour, the processing speed and short term memory of the children.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the subject leader. Staff may contact subject leaders with suggestions for specialist materials, which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Governors' Role:

It is the Governors' role to monitor and review the policy and its practice through:

- Visits to oversee the general working of the school or where appropriate subject specific.
- Reporting to the Head teacher and teachers.
- Reporting to the Teaching and Learning sub-committee.
- Reporting to the Full Governing Body

And as detailed in the Governors' Terms of Reference and Monitoring and Evaluation Policy:

- To receive reports from the Head teacher.
- To attend INSET
- To receive reports from the Clerk to the Governors on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' / Carers' Role: (see also the Home School Agreement)

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and maintains good attendance.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Open Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing a suitable P.E. kit.
- Agreeing to the Parent / Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting, the school's homework policy.
- Contributing relevant information to Early Years Foundation Stage Profiles.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home, which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

Community Role:

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour providing positive role models with regard to behaviour.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events
- Voluntarily helping in the classroom.

The School's Role:

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and Carers to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Established	April 2004
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